

THE CONCEPT OF INTERFERENCE AND ITS CHARACTERISTICS IN KOREAN LINGUISTICS

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Abstract

Interference as a linguistic phenomenon is studied from various perspectives, including from the perspective of the features of speech in a second language that are characteristic of certain social, professional, and age groups. This article examines the concept of the phenomenon of interference in linguistics. The characteristics of interference and approaches to its direction are determined.

Keywords: Linguistics, interference, language, bilingualism, intercultural communication.

Introduction

Interference, of course, means bilingualism, the possession of two languages by one person or a certain group (the example of which is the state of Canada). In particular, if another, specific language is spoken nearby, a person involuntarily begins to learn that language. For example, as a rule, at the level of vocabulary or in the case of individual words. Because a person does not use only the language itself in everyday life. It is assumed that bilingualism occurs when a person switches from one language code to another under certain conditions of speech communication.

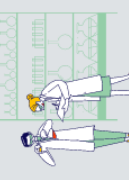
It does not matter whether we are talking about the transition from one national language to another, from a national language to a dialect, or from a language of inter-tribal (inter-ethnic, international) communication.

In this case, interference is considered a special case of interaction between languages, which occurs only when the same person (group) regularly uses different languages.

The concept of "interference" has gained importance in the theory of second language learning. Initially, this concept was used only in areal linguistics, which studies language contacts. However, the concept of interference later took a central place in applied linguistics after the appearance of W. Weinreich's research on language contacts. W. Weinreich declared the place (location) of language contact to be the two languages themselves.

Interference is a direct consequence and a fundamental phenomenon of language contact.

The greater the difference between systems (languages), the greater the potential area of interference. It is natural for a person to unconsciously protect his native language, trying to make a foreign language similar to his own. Often the reasons for mistakes are haste, excessive confidence in his own rightness, the desire to translate a word as close to its sound (when the meaning of the word seems clear, because there is a similar word in the native language), etc.



In the 1960s-1980s, numerous works on bilingualism (multilingualism) and Interference appeared, and this phenomenon began to be studied from various pedagogical, linguistic, sociological, psychological, psycholinguistic, and other perspectives. However, in the multinational Korean society, interference and related phenomena were for a long time considered only in the context of the historically established connection of Korean-national and national-Korean bilingualism. And only in the last decades of the 20th century did interest in Korean-Asian language relations arise, which is directly related to the integration of Korea into the world community, the expansion of ties with other countries in the fields of politics, economics, culture and education.

Interference can be found at all levels of language. The main sources of interference include differences in the phonemic structure of the interacting language systems, grammatical categories and their modes of expression, etc.

The main deviations from language norms at the phonetic, lexical-semantic and grammatical levels are associated with typological differences between foreign and native languages, the specifics of the influence of the native language, the level of knowledge of the second (foreign) language, and are also characterized by the absence of a natural speech environment for the foreign language.

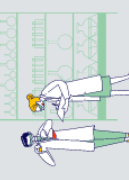
W. Weinreich and E. Haugen came to the conclusion that bilingualism should be studied simultaneously from the perspective of sociolinguistic and psycholinguistic aspects. Since W. Weinreich called the bilingual speaker a center of language contact, this opened up the possibility of addressing issues of psychology, psycholinguistics, theory, and teaching methodology.

Thus, the variety of definitions given to the term "Interference", the large number of its various typological classifications, and the differences in the opinions of researchers indicate that linguistic interference is a multifaceted phenomenon that has not yet been fully studied.

A complete description of the phenomenon of interference is possible only if we take into account not only linguistic, but also extralinguistic factors. Today, the study of interference is carried out in four main directions: psychological (psycholinguistic), sociological, methodological, and linguistic.

The psychological aspect studies the influence of previously acquired skills on learning another language. Researchers involved in the psychological aspect of language are interested in issues such as language abilities, the measurement of language abilities, the impact of bilingualism on mental abilities, etc. Psychologists argue that learning a new language is not an isolated process. It always depends on the individual's previous linguistic experience. In this context, interference is understood as a "complex unobservable psycholinguistic mechanism."

It operates in the mind of a person, regardless of his will and desire. Interference manifests itself in speech as a deviation from the norm of the native or native language, as two (or more) language norms strive to subordinate each other and enter into a complex relationship.



The sociological aspect studies the results of ethnic relations.

Sociolinguistic interference is directly related to the functions of the language and its social status in a multilingual society. The degree of interference can be influenced not only by the languages themselves, but also by the social status of the people who use them.

The methodological aspect studies the causes and sources of linguistic errors in the speech of a foreign language speaker. This includes the forced introduction of various inaccuracies by students in their speech in a foreign language from the point of view of the language norm being studied, which is considered to be the result of the negative influence of the native language.

In this case, previously mastered speech skills do not help, but rather hinder, the formation of new speech skills and competencies in the new, still only learned language.

However, students' errors are considered evidence of the process of mastering a foreign language, an "indicator of learning strategy". These are signals that help to determine a person's usual strategy for mastering a language.

The methodological approach also includes considering ways and means of eliminating interference through special exercises, real communication practice, and a conscious striving for error-free statements.

Linguistic aspects study the processes and results of interaction.

Today, this is the leading approach, and interference studies are mainly carried out within its framework. It is from this perspective that interference is considered a process and result of linguistic interaction, expressed in deviations from the norms and systems of the second language under the influence of the native language.

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